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ABSTRACT

This document describes the development of a teacher education program by a relatively small university in southwestern Alabama. Three major areas to be considered in planning the model were faculty development, the process to be followed in planning, and finding the funds for the development of resources. Results obtained from an analysis of the proposed objectives are listed, and the major components of the planned model, details of sample units, and evaluation sheets are included. These components are 1) general education; 2) introduction to education; 3) individually prescribed instructional modules; 4) September experience, which is described in detail; 5) tutorial experience; and 6) laboratory. It is anticipated that all undergraduate students in the College of Education will be proceeding through individualized programs by the fall of 1972, but development of individualized learning modules will continue after that date. Problems encountered included the development of the faculty, grading, quality points, computerization, and morale factors in both faculty and students. Appendixes include the assumptions and rationale behind the program, and the program objectives. (MBM)

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FINAL REPORT

PHASE II

PROJECT NO. 9-8038

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THE IMPLICATIONS OF THE BUREAU OF RESEARCH TEACHER
EDUCATION PROJECT FOR DEVELOPING INSTITUTIONS

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Livingston, Alabama

June, 1971

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FOREWORD

Acknowledgements are due to the Livingston University College of Education faculty for their work in the development of the Livingston University Model Teacher Education Program. Much of the work in this report was done by the faculty at night, on weekends, and on holidays. Special acknowledgements are due the division heads, Dr. Joseph F. Early, Elementary Education; Dr. Lloyd Parnell, Administration, Research, and Services; Dr. James Kenneth Orso, Secondary Education; Mr. Don Johnson, Health, Physical Education, and Recreation. The division heads have supported the project from the beginning and worked tirelessly to make it successful. Mr. F. Wayne Smith, Director, Livingston Teacher Corps, has been instrumental in piloting segments of the program, particularly the laboratory and the design of the field experiences. Dr. Margaret Lyon has developed the pilot of the tutorial program utilizing Teacher Corps interns. Dr. Freda Judge, Dr. Ann Hill, and Mrs. Mary Robinson have developed the program for teaching English as a second language as well as participating in the development of other segments of the program. Acknowledgements are also due Teacher Corps in Washington for their help and assistance and also to Dr. Beatrice Ward of the Far Western Educational Laboratory for her assistance in the use of the mini-courses developed by that organization and incorporated into the program. The College of Education would like to also acknowledge Dr. John E. Deloney, President of Livingston University, and Dr. Owen Love, Vice-President for Academic Affairs, for administrative support for the project. The Dean of the College of Arts and Sciences, Mr. Nathaniel Reed, has given exemplary support and cooperation in the development of the program.

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THE IMPLICATIONS OF THE BUREAU OF RESEARCH TEACHER
EDUCATION PROJECT FOR DEVELOPING INSTITUTIONS

PHASE I and II

SUMMARY

Livingston University proposed to the Bureau of Research in June, 1969, the development of a model teacher education program which would utilize the teacher education models developed by the Bureau of Research Teacher Education Project, The Southeastern Regional Laboratory, the Alabama State Department of Education, and selected public school officials in Alabama in developing a program that would be relevant and appropriate for the education of teachers for the Livingston University service area. The program would be based on the following objectives:

1. To develop an experimental model teacher education program to be planned, designed, and evaluated to some degree during the 1969-1970 academic year. The model program would contain the following:
 - a. Field oriented
 - b. Behaviorally oriented
 - c. Utilize systems analysis
 - d. Research based
 - e. Self-instructional
 - f. Multiple entry
 - g. Self-correcting
 - h. Pluralistic
 - i. Provision for in-service training
 - j. Fusion of all-university, business and public schools in preparation of teachers
2. The model program would be developed utilizing the nine model teacher education programs commissioned by the Bureau of Research as guides in the preparation of the Livingston model.
3. The development of the model would utilize the services of the facilities of the Southeastern Regional Laboratory in Atlanta, Georgia, in developing a program that is relevant, behaviorally oriented, and especially adapted for teachers preparing to teach in disadvantaged schools.

In order to complete the objectives stated above the faculty was to engage in the following activities:

1. To develop behavioral objectives for selected components in the program utilizing objectives that were written by the faculty and objectives developed under the nine model teacher education programs.
2. To develop the faculty by retraining and furthering their education by sending the faculty to school, to workshops, and to conferences which are related to the developing of components or techniques inherent in the model.

3. To develop an in-service education program for the faculty.
4. To utilize consultants from the State Department of Education, The Southeastern Educational Laboratory, the model programs, and public school personnel in conferences to develop the model.

The model that was planned contained the following components:

- | | |
|-------------------------|---------------------------------|
| a. General Education | g. Laboratory |
| b. Specialization | h. Tutorial Experiences |
| c. Self-direction | i. Clinical Experiences |
| d. Orientation | j. Practicum |
| e. Career Decision | k. Teaching and Learning Theory |
| f. September Experience | |

Some components began to be developed in preparation for completing pilot programs in the summer of 1970 and the 1970-1971 academic year. Those components were the tutorial experiences, orientation, and the laboratory. It was anticipated that the development would continue and that the pilots of these components would be completed in 1970-1971 and that the components were to be incorporated into the regular education program for teachers during the 1971-1972 academic term.

The project was amended in June, 1970, to continue with the development of the model program. The objectives of the second year of the project were as follows:

1. To implement the orientation program with entering freshmen effective June 6, 1970, and to begin the development of components and individualized learning modules for this program. The components and modules were to be tested in the summer and then implemented with entering freshmen in the fall of 1970.
2. To begin the pilot implementation of the laboratory, effective June 6, 1970, using groups of students to test the modules. This laboratory was to consist of the following:
 - a. Writing behavioral objectives, designing learning experiences in terms of the behaviors, and evaluating in terms of the objectives.
 - b. Micro-teaching and analysis of teaching and learning behavior.
 - c. Interaction analysis.
 - d. Demonstrating competency in small group interaction and analysis.
 - e. Demonstrating competency in speech in oral presentations with video-tape analysis of the competency of such presentations.

3. The pilot testing and construction of individualized prescribed modules will be further tested in the fall in the laboratory in which students from the regular teacher education program will have segments of the laboratory introduced in their programs.
4. Instructional modules will be constructed during the summer of 1970 for the tutorial centers which will go into operation for elementary and secondary students in the fall of 1970.
5. Elementary and secondary education majors will journey to the public school stations in the fall of 1970 to begin pilot implementation of the learning experiences in the public schools. As the year progresses a greater number of instructional modules will be developed and tested in preparation for the program to be adopted into the regular teacher education curriculum.

In order to attain the above objectives, the faculty was to engage in the following activities:

1. The faculty would continue to develop individualized prescribed instructional modules.
2. Selected faculty would go to school during the summer of 1970 to do more work in micro-teaching, use of video-tape as an instructional and supervisory tool, the teaching-learning process (confrontation learning, crisis resolution, interaction analysis and heuristic teaching).
3. The faculty would continue with the in-service education (two hours each week) utilizing consultants to assist them in solving problems that would arise as the pilot programs were implemented.
4. The faculty will develop schedules and carry students to public school stations twice weekly on the University bus.
5. The faculty will construct and select instructional materials that can be utilized in simulated and laboratory experiences to make the laboratory experiences successful.
6. The faculty will continue to study the Teacher Education Models for the solving of problems that will arise in the pilot programs.
7. The faculty will attend workshops that are intended to improve their efficiency.
8. The faculty would utilize consultants from the Teacher Education Models to assist in program implementation.

9. The faculty would continue to work with the Alabama State Department of Education.
10. The faculty would build a learning center that would contain a psychedelic viewing room, individual learning carrels, human relations laboratories, and video teaching studios.
11. Livingston University would publish and disseminate the results of the study throughout the State of Alabama and the Southeast in order that other institutions may be encouraged to attempt similar program development and research.

INTRODUCTION

Schools in twentieth century America, particularly in the decade of the 1970's, must accomplish some monumental tasks if the fabric of American society is to persist. Schools must enable children to cope with the problems inherent in an increasingly technological society, and an ever increasing rate of change. Problems inherent with the technology and change are compounded by an explosion of knowledge. If students in the schools today are to be enabled to deal with these problems, it stands that new methods of instruction and techniques of instruction must emerge that will make them more competent to deal with their problems. The literature is replete with calls for individualized instructional approaches for teaching children. The literature also indicates that these individualized instructional approaches will call for differentiated staffing patterns, increased utilization of technology in elementary and secondary classrooms, and most certainly for teachers assuming differing roles in the classroom than they are now pursuing. In order to prepare teachers for this task, it is almost certain that present programs for the preparation of teachers must be altered.

Programs of preparation for teachers in colleges have tended to assume certain characteristics. Nearly all programs give evidence of knowledges that teachers must have in order to be admitted to elementary and secondary classrooms. These knowledges consist of general education, some types of specialization, and a knowledge of learning theory and techniques of instruction. When prospective teachers have demonstrated that they have grasped a significant amount of these knowledges, they are normally fielded in a student teaching experience in which they have opportunity to be associated with children and to demonstrate that they have acquired the necessary skills for teaching. Traditional programs of teacher preparation tend to defeat their purposes because they attempt to tell the prospective teacher to teach differently than they are taught. The net result of the whole system is that teachers go into the field and largely teach as they were taught, rather than initiating change in methods and techniques of instruction. It would appear that in order to initiate change, programs for preparation of teachers must begin with a complete overhaul of the process by which teachers create themselves and call for a new program of teacher education.

It was with these problems and other problems in education in mind that the Bureau of Research of the U.S. Office of Education initiated requests from proposals from colleges and universities that graduated more than one hundred elementary teachers each year to develop specifications for model programs for the preparation of elementary teachers. Nine universities were chosen to develop the models. They

were Florida State University, University of Georgia, University of Massachusetts. Michigan State University, Northwest Regional Educational Laboratory, University of Pittsburgh, Syracuse University, Teachers College-Columbia University, and University of Toledo. The University of Wisconsin prepared specifications utilizing its own resources.

In June, 1969, the Bureau of Research commissioned ten relatively small southern colleges to combine in a consortium to examine, on an empirical and pilot basis, the applicability of the models or components of the models for institutions of limited resources. The ten institutions had been classified previously as developing or emerging institutions and each had indicated to the Bureau that they were interested in developing their teacher education programs. These ten institutions, known as The Consortium of Southern Colleges for Teacher Education, were Clark College, Florida Agricultural and Mechanical University, Jarvis Christian College, Livingston University, Norfolk State College, North Carolina Central University, Shaw University, South Carolina State College, Tennessee State University, and Xavier University.

Livingston University is located in the southwestern section of Alabama. The university is relatively small, enrolling approximately 1,800 students in both graduate and undergraduate programs. It is the only institution that can offer college work for residents of the immediate area which the university serves. While the university is rapidly becoming a multi-purpose institution, it is still primarily an institution dedicated to the education of teachers. Approximately fifty percent of the students enrolled in the institution are enrolled in the College of Education. The remainder of the students are enrolled in the College of Business and Commerce and the College of Arts and Sciences. The university has experienced a period of tremendous growth in the past ten years with enrollment increases of twenty percent in some years. The appropriations from the state have not kept pace with the growth of enrollment. The appropriations for 1970 was \$1,101,934.

The area served by the primary and secondary service areas of the university encompasses eleven counties in southwest Alabama. These counties can be classified as rural in nature with the population of the counties ranging from 13,000 to 56,000 per county with a total population of approximately 300,000. The elementary school population of ten of these counties is 49,969 children, of whom 34,600 or seventy percent are Negro. The U.S. Census lists the Negro population for the counties as ranging from 30.8 percent to 81.3 percent as compared to a Negro population for Alabama of 30 percent and for the U.S. of 10.5 percent. The census reports indicate that there was an out-migration from all counties involved of over 25 percent from 1950 to 1960. The median number of years of school completed for adults over twenty-five was 6.15 for men and 7.7 for women. The number of people with less than five years of formal education in

the counties ranges from 23 to 38 percent, as compared with an Alabama average of 16.3 percent and a national average of 8.4 percent. The median family income at the last census for the area was \$1,859 or 47 percent of the state median of \$3,937. The number of families with an income of less than \$3,000 was reported to be 67 percent. The per capita income for male residents of the area was \$1,496 and for female residents was \$642 as compared to the state per capita income for men of \$3,221 and \$1,434 for women. The census reports for these ten counties indicate that the number of dwellings judged to be "sound," in good repair, and with inside plumbing ranges from a low of 17 percent to a high of 33 percent, compared with a state average of 54 percent and a national average of 74 percent. The counties involved are listed by the U.S. Bureau of the Census as among the poorest in the nation. While the school systems in the area have attempted to devise programs that would be suitable for the children in the area, the extreme poverty in the area and the relative isolation of the area create problems that cannot be solved unless Livingston University assumes a role of leadership in developing a teacher education program that will assist the counties in developing teachers who can assist in meeting the needs of this population. Approximately sixty percent of Livingston University students come from this area and approximately thirty percent of graduates in the College of Education return to teach in this area.

The Livingston University teacher education program, prior to the development of the model, can be classified as traditional. Approximately 72 quarter hours were required in basic studies, or general education, for all students. Secondary education majors complete major patterns in the vicinity of 40 quarter hours and minors of approximately 30 quarter hours. Professional education consumed approximately 35 quarter hours, and the remainder of the program was given over to electives. The university requires 192 quarter hours for graduation. Elementary education majors completed the general education sequence, approximately 35 quarter hours in "content to be taught" courses, and approximately 55 quarter hours in professional education. The remainder of their program was completed with electives. The professional education sequence for both elementary and secondary education includes human growth and development, educational psychology, educational foundations, materials and methods classes and a full quarter student teaching experience, which carries 15 quarter hours of credit.

There are 28 faculty members in the College of Education. They are organized as follows: Elementary Education 5; Secondary Education 6; Administration, Research & Services 6; Health, Physical Education, & Recreation 9; Dean's Office 2. Approximately 70% hold terminal degrees and the average age of the faculty is forty-two. The average length experience in college teaching is 6 years. Because the faculty has been relatively young and with less college teaching experience than is usually found in a comparable institution, it is believed that they have been more "open" to the development of the model program.

The teacher education program at Livingston is accredited by the National Council for the Accreditation of Teacher Education and had the program reviewed by the visiting committee in November, 1970. The program is designed to draw, academically, from the upper fifty percent of the student body at Livingston University for admission to the professional program. Students are screened on academic achievement, speech, writing, and personality prior to being admitted to the Teacher Education Program.

One other factor that has figured prominently in the development of the model program has been the organization of the university. When university status was granted to the institution in 1968, four separate colleges were established, The College of Business and Commerce, the College of Arts and Sciences, The College of Education, and The School of Graduate Studies. Each college has control of the curriculum for its majors. In matters which affect two colleges, the deans work very closely together with committees designed for curriculum change to initiate changes at the divisional level. There is instructional leadership exerted by the administration and all curriculum changes must carry administrative approval. In addition to this structure, the College of Education is free to offer courses normally offered in the College of Arts and Sciences if that college is unable to offer the course. This procedure, coupled with the fact that university appropriations to the various divisions for faculty salaries are based on student credit hours generated, has served as motivation for generating curricular change.

METHODS UTILIZED IN PLANNING THE DEVELOPMENT OF THE MODEL

Three major areas had to be considered in planning the development of the model: faculty development, the process to be followed in planning, and finding the funds that would assist in the development of the resources that would be needed.

Faculty Development

The faculty began a curriculum study in 1967 utilizing consultants from the University of Tennessee. During the 1967 - 1968 academic year the entire faculty met one night each week to develop the rationale and objectives for the program of professional education. As the academic year progressed and as the rationale and objectives took form, the faculty began to undergo a change. Where previously there had been a type of entrepreneurship, the long conversations with one another and the give and take of discussions gradually altered the faculty until they began to assume responsibility for a group working toward a single goal. This group spirit still prevails with the faculty and nearly all of the work that has been done on the model has involved nearly all of the faculty. Inasmuch as the work has been done in late afternoons, holidays, and nights, invitations to work on the model have been extended to the faculty. Nearly everyone has accepted. Those faculty members who resisted the group or who were unable to integrate themselves into the work on the model have left the university, primarily because they realized that they would be unable to work effectively in the program. The enthusiasm of the faculty for the work that they have done is contagious; and as new faculty members are brought into the program, they find that they become contaminated with the enthusiasm. By spring of 1968 the group had decided that they would develop a model teacher education program utilizing the curriculum work of the past two years as a beginning point.

The college closed classes for one day in February of 1968 in order to hear reviews of the elementary education models that had been completed. Each model was given to a single faculty member to read and study prior to the in-service meeting. The faculty met all day and listened to the review of the models. As the models were reviewed, each model was examined to ascertain if there were components in the model that could be adapted for the Livingston University Model. As the discussions progressed, the model program which would fit Livingston began to take shape, and problems began to emerge.

One problem referred to the use of new terminology, such as sensitivity training, interaction analysis, micro-teaching, systems analysis, simulation, and behaviorally-oriented. It was determined that a continuing in-service program would have to be inaugurated for the faculty. The in-service meetings met for two hours each week

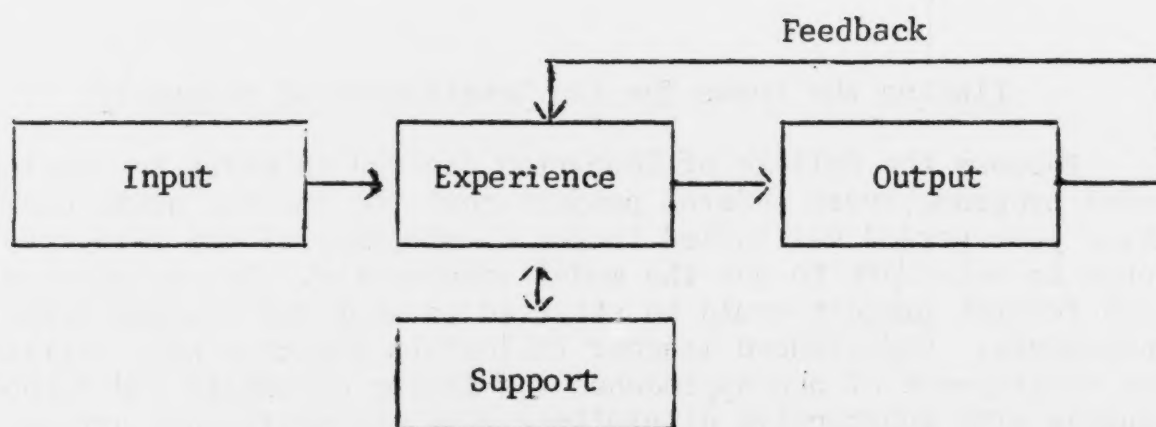
and the hours were scheduled so that all faculty members could be free for that period. These in-service meetings were devoted to the writing of behavioral objectives and to the designing of major components in the model. In the latter part of the year the in-service meetings were devoted to a review of the traditional program and how to move into the model in terms of the National Council for the Accreditation of Teacher Education visit, particularly under the new standards adopted in the fall of 1970.

In addition to the study and research of the models, and to the in-service program, the faculty deemed it advisable to attempt to attain further work in the areas in which they felt unqualified by attending workshops, institutes, and short courses. Six faculty members attended workshops in interaction analysis, and six attended workshops in simulation. Two members of the faculty attended a summer workshop in micro-teaching. Seven members of the faculty have attended a week workshop at Stanford University. In addition, they have attended conferences on the model programs in Durham, North Carolina, and in Atlanta and New Orleans. Others attended a conference held at the Atlanta University complex. A conference was held on the Livingston University campus in January, 1971, which dealt with problems and procedures involved in developing programs in competency-based education.

Consultants from the models have assisted the faculty as they have worked on their model. Consultants utilized have represented the Comfield Model, the Syracuse Model, and the Michigan State Model. In addition to these consultants, public school personnel have been utilized, consultants from the Alabama State Department of Education, and consultants from other universities. The association with the designers of the original elementary education models has provided an opportunity for the faculty to become familiar with the problems the researchers have experienced and provided an opportunity for the faculty to receive reinforcement from the researchers for their efforts.

The Process Followed in Planning

After the faculty had developed the rationale and objectives, and while the faculty development was proceeding, it became obvious that the components that had been developed in the original elementary education models could only serve as guides in the development of the Livingston Model. The components would have to be adapted to the situation that existed locally. Therefore, the college faculty would have to utilize the same technique that was utilized in the development of the original component to be able to relate the component to situation specific. The faculty decided to utilize the following method of analysis:



The output is the behavior that the college student is expected to demonstrate when he has the necessary skill to complete the task. It can be either a single behavior or a series of behaviors that he should be able to accomplish on a timeline. The input is where the college student is, at the time he begins, in order to arrive at the terminal behavior. The experience is the operation or process that the student must go through in order to get from input to output. The support system can be any resources that need to be utilized or that are necessary to get the student from input, through the experience, and to output.

The faculty learned that it was easier to begin this process by brainstorming the terminal behavior that the college student would have to demonstrate. Once there was a list of terminal behaviors, the output was complete. The next step was to move to input and to ask where the student would be at the point of beginning the experience. Once the characteristics were listed, then the faculty would brainstorm experiences that would be designed to move the student from input to output. The group agreed that they would accept all contributions of all of the faculty at this point. There would be no critical comments relative to "that's impossible" or "we can't do that because of our situation." As a result the faculty was not afraid to be creative in eliciting responses and in concocting experiences that would get those responses.

The last step in the process was to list the resources that would be necessary in the support system if the experiences were to be incorporated for the students. These support systems consisted of textbooks, media, tests, personnel, or other equipment or materials which may be necessary in order to accomplish the experience.

After all of the steps had been completed, the problems were examined to ascertain if the series of experiences were possible in view of the circumstances. Frequently experiences had to be abandoned. Other times the experiences were kept and situations examined to see if the experiences could be developed without the necessary resources.

Finding the Funds for the Development of Resources

Because the College of Education decided so early to develop the model program, every federal project that the college wrote over a three year period has looked to the development of the resources that would be necessary to get the model constructed. It was planned that each federal project would be utilized to test and develop certain components. Experienced Teacher Fellowship Programs were utilized in the development of new approaches for fusing materials and methods courses with substantive disciplines with the professors attempting to teach team situations. Cycle III of Teacher Corps tested the feasibility of establishing working arrangements with the field. Cycle IV of Teacher Corps developed the tutorial arrangements and the pilot of the laboratory. The South Alabama Research Consortium utilized seed grants to encourage the faculty to conduct research of sections of the components. Title III of the Higher Education Act (Developing Institutions) were utilized for curriculum development, consultants, and for travel to workshops. Cycle VI of Teacher Corps should complete the development of the competency-based program. Each of the projects contributed to the planning of the model. A continuing problem will be locating money from the State of Alabama in order to sustain and feed the model once it is established.

RESULTS OBTAINED IN PLANNING THE MODEL

The faculty reworked the rationale and assumptions that would underlie the development of the model. This rationale is presented in Appendix A. After the rationale and assumptions were completed, the faculty developed a series of objectives that would have to be utilized in designing a program. These objectives are in Appendix B of this report. Utilizing these objectives as a beginning point, the faculty then began using the process of systems analysis in planning those behaviors and experiences that would be necessary to reach the behaviors. A summary of the results of this analysis are given below. In order to attempt to free themselves of traditional course structure, the analysis was completed by years for both elementary education and for secondary education. All students are proceeding through the general education program during this period.

Input for Freshmen

1. We have ACT scores.
2. We have personality tests.
3. We have tests of general ability.
4. We have a reading test.
5. We have a speech test.
6. We know why they are interested in teaching.
7. We know socio-economic background and autobiographical information.

Output for Freshmen

1. Is improving in reading proficiency.
2. Is speaking proficiently or had diagnosed speech problems.
3. Can write proficiently or has diagnosed writing problems.
4. Has begun self-analysis, evaluation and improvement.
5. Has considered the advisability of teaching as a career.
6. Is aware of institutional resources at his disposal.
7. Has an awareness of public school functions and problems.
8. Can relate the processes and procedures of the teacher education program.
9. Can relate the general education program to self-development.
10. Has had active engagement with public schools.
11. Has progressed in coping with stress situations and in human relations.
12. Has completed major, minor, or specialization decisions.
13. Is competent in educational media.

Experiences for Freshmen (To get from input to output)

1. Field trips to public schools.
2. September experience.
3. Testing and self-analyzation of test results.

4. Composing papers.
5. Reading textbooks.
6. Seminars.
7. Touring and studying institutional resources.
8. Counseling sessions.
9. Participation in professional organizations.
10. Developing plans for remedial activity.
11. Large group lectures on personal psychology, objectives of education.
12. Utilizing media.
13. Simulation.
14. Reading and reporting research and professional literature.
15. Writing out program in teacher education.
16. Laboratory experiences.

Resources Needed

1. Texts: University catalog and supplementary materials
Professional journals
Psychology Text
Introduction to Education Text
2. Media
3. Tests
4. Faculty
5. Public School personnel - other resources
6. Personnel
7. Professional organization
8. Public schools
9. Individualized learning laboratory.

The program for the second year was completed in the same manner, using output, input and experiences.

Input for Sophomores

1. Students will have completed orientation.
2. They will have completed major, minor decisions.
3. They will have completed a September experience.
4. They will have made a decision about teaching.
5. They will demonstrate that they have some understanding about the purposes of education.
6. They will have begun to analyze themselves.
7. They will have begun to understand pupil and teacher relationships.
8. They will have some general education.
9. They will have a planned program in teacher education.
10. They will have been some remediation of deficiencies.
11. They will be aware of competencies.
12. They will begin to develop a professional outlook.

Output for Sophomores

1. Can read proficiently.
2. Can speak proficiently.
3. Can write proficiently.
4. Can begin to analyze self.
5. Has made a decision about teaching as a profession.
6. Is aware and utilizes institutional resources.
7. Is aware of some public school functions and problems.
8. Has an understanding of the admission to the Teacher Education Program.
9. Can relate general education programs to self development.
10. Has had actual engagement with public schools.
11. Has progressed in coping with stress situations and human relations.
12. Has made major, minor decisions.
13. Can begin to deal with attention span of children on various levels.
14. Can adapt, to some degree, the learning experience to the developmental characteristics of children.
15. Can teach one child something.
16. Can chart progress in learning.
17. Can begin to understand sequence in teaching.
18. Can begin to diagnose a child's problem.
19. Can begin to select a variety of learning materials.
20. Can motivate a child.
21. Can relate interest of a child.
22. Can construct materials for a child.
23. Can establish rapport with a child.
24. Can begin to establish prospective teacher's role.
25. Can begin to gauge achievement level of a child.
26. Can begin to set realistic objectives with a child.
27. Can keep a continuing record of a child.
28. Can observe and begin to interpret behavior of a child.
29. Can begin to discover feelings and information through conversation.
30. Can employ certain machines in tutoring.
31. Can teach rudimentary speech, phonics, reading, spelling, and writing through use of prepared materials in a tutorial situation.

Experiences (to get from input to output)

1. Bring public school pupils into college classrooms for teaching and tutoring.
2. Tutor other college pupils.
3. Do background reading.
4. Seminars
5. Observations of others teaching.
6. Utilizing video-tape analysis.
7. Utilizing tape recorder analysis.
8. Demonstrations by faculty
9. Observe films.
10. Lectures, discussions, and films.
11. Instruction in tutorial activity.

Resources Needed

1. Video-tape equipment.
2. Audio-tape equipment.
3. Tutorial materials.
4. Space (tutorial centers)
5. Public school pupils.
6. College pupils.
7. Media
8. Tutoring text.
9. Individualized learning laboratory.

The program for the last two years of the students professional education program was treated in the same manner except that the programs were broken into elementary and secondary education. The following input, output, and experiences are for secondary education:

Input

The input for this section would be the output of the first two years.

Output (Secondary Education)

Teaching Area

1. Knowledgeable of subject matter in major and minor area:
 - a. Can construct and discuss the structure of knowledge in teaching area.
 - b. Can relate the significance of teaching area to general and specialized educational development of children.
 - c. Can relate concepts in the teaching area to the developmental level of the child.
 - d. Can identify and utilize a variety of materials related to the teaching area.
 - e. Can develop communication and other skills through the teaching of subject.
 - f. Can examine the teaching area to build skills which are part of the discipline, such as critical thinking.
 - g. Can discuss new developments in the subject area and develop plans for continuing education.

Foundations

1. Is able to outline general curriculum requirements in public schools (K-12).
2. Can analyze contemporary social values by citing factors relating to their development and demonstrate how values affect the total educational program.
3. Can show relation of code of ethics and professional organizations to the educational program.
4. Can analyze various organizational patterns and indicate their effectiveness in accomplishing educational objectives.
5. Can cite factors to qualification and employment of school personnel and relationship to total educational program.
6. Can analyze means of financing education and outline new sources of revenue.
7. Can demonstrate the effects of levels of support on the educational program.
8. Can outline steps in planning and administering a budget.
9. Can compare the school's society to the community's society and can show their relationship to the school program.
10. Can list and discuss the objectives of public education.
11. Can formulate and analyze a personal philosophy of education.
12. Can indicate the historical genesis of contemporary social and educational problems.

Methods

1. Can construct realistic behavioral objectives.
2. Can construct an organized unit of instruction.
3. Can construct daily, long-range lesson plans.
4. Can select appropriate learning experiences for groups of students and for the individual student.
5. Can plan and organize learning experiences.
6. Can guide the learning process in the classroom with children.
7. Can evaluate the outcomes of instruction in terms of behavioral objectives through observation, formal and informal tests.
8. Can construct and utilize varied, multi-sensory instructional materials.
9. Can motivate children.
10. Can relate learning experience to children's interests, needs, and backgrounds.
11. Can diagnose a child's needs and can chart the child's progress.
12. Can keep cumulative records.
13. Can function proficiently in stress situation.
14. Can relate skills and concepts to the level of the child.

15. Can operate machines proficiently.
16. Should be able to teach communication skills in relation to subject area.
17. Should make use of sequence in subject field in order to arrange learning experiences on the student's level.
18. Is proficient in classroom management.
 - a. checking attendance
 - b. collecting money
 - c. maintaining a conducive environment for learning.
 - d. keeping records and grade books
 - e. maintaining discipline
19. Can make an effective presentation to a group.
20. Can demonstrate skills utilizing interaction techniques in the classroom.
21. Can utilize cues to recognize drives to gain responses that can be reinforced.
22. Can discover and accept feelings revealed through contact with children.
23. Is familiar with and can utilize group techniques in classroom teaching.
24. Can construct individualized learning modules for children.
25. Can diagnose a child's learning problem.
26. Can establish various teacher roles.
27. Can analyze self in terms of classroom behaviors.
28. Can develop professional relationship with colleagues.
29. Can conduct interviews with parents.

Experiences (To get from input to output)

Junior Year

1. Foundations
 - a. Community Study --- University and Public Schools
 - b. School Study --- University and Public Schools
2. Tests, Measurements and Evaluation --- University and Public School
3. Teacher Aide --- Public Schools
4. Laboratory Experience --- University
 - a. Interaction techniques
 - b. Micro-teaching
 - c. Simulation Lab
 - d. Group dynamics and sensitivity training
5. Speaking, reading, writing in secondary schools
6. Major and Minor on University campus

Senior Year

1. Experience (Supervised internship)
2. Progressive or sequential experience in which student teaches groups and individuals part of a day and progresses to full-time class management.
3. Experiences in different types of schools and at different levels.
4. Clinical teaching.
5. Seminars
 - a. structure of knowledge
 - b. general and specialized education as regard to teaching area
 - c. critical thinking
 - d. personal philosophy of education
6. Major and minor on University campus.

The Division of Elementary Education followed the same procedure as Secondary Education. Their results are below:

Input (Elementary Education)

The input for the last two years would be the same as the output for the first two years.

Output

Has demonstrated ability to:

1. Determine achievement and ability of individual child.
2. Work with individuals, small and large groups and entire class in various subject areas. (Teach a unit or units)
3. Maintain and keep up to date all school records (cumulative records, register, progress records, etc.)
4. Plan and teach units of work (learning experiences) taking into consideration:
 - a. Developmental characteristics of children
 - b. The sequential needs of the particular subject area
 - c. The various ability, interests and achievement levels of children
 - d. The Alabama Course of Study
 - e. Background experiences of children
5. Prepare resource units in various subject areas (demonstrate suitable materials and learning experiences)
6. Make long and short range lesson plans
7. State objectives in terms of behaviors of children
8. Evaluate in terms of:
 - a. behavioral objectives
 - b. standardized tests

- c. teacher made tests
 - d. samples of children's work
 - e. child study (anecdotal records, socio-grams, three wishes, etc.)
 - f. child's participation
 - g. teacher-pupil conference
9. Manage a Classroom
- a. organization (grouping, seating, etc.)
 - b. discipline
 - c. routines
 - d. establishing classroom standards
 - e. classroom records
 - f. good learning environment
 - 1. bulletin boards and charts
 - 2. library and interest centers
 - 3. democratic relationships
 - 4. orderliness
 - 5. lighting and ventilation
 - 6. best possible use of physical facilities
 - g. scheduling (flexibility) balance, and variety
10. Provide a variety of learning experiences through:
- a. projects
 - b. reports
 - c. field trips
 - d. films and filmstrips
 - e. recordings
 - f. library
 - g. ETV
 - h. variety of texts
 - i. discussion
 - j. instruction by teachers
 - k. multi-level presentation of a single concept
 - l. resource people
11. Develop self-direction in children
- a. study skills
 - b. problems solving
 - c. self-discipline
 - d. wise use of time
12. Select and use appropriate teaching materials for various subject areas
- a. commercial
 - b. teacher made
13. Use appropriate media

14. Grow professionally through
 - a. participation in professional organizations
 - b. ethical behavior
 - c. knowledge of professional organizations and their contribution to the teaching profession
 - d. knowledge of roles of various school personnel
 - e. knowledge of research on current trends
15. Explain various patterns of school organization and give advantages and disadvantages of each - (ungraded elementary school, team teaching, individualized instruction, departmentalized, self-contained)
16. Explain the importance of and procedures in establishing appropriate school-community relationships.

Experience

1.
 - a. Study the literature and test materials
 - b. Observing training films on testing
 - c. Examining samples of tests (standardized and teacher made)
 - d. Simulation of actual testing situation
 - e. Construction of tests
 - f. Interpreting of test results (standard and teacher made)
 - (1) making class profile
 - (2) making individual profile
 - (3) using conversion tables
 - (4) recording results on cumulative records
 - g. Observation of actual or simulated classroom situation.
 - h. Group children by levels of achievement according to critical data available.
2.
 - a. Work in real and simulated situations with individuals, small and large groups - entire class in various subject areas.
 - b. Developing technical skills of teaching (micro-teaching) by use of Dwight Allen material.
 - c. Simulated experience using Teaching Problems Lab and other materials.
 - d. Simulated and/or real experiences with interaction analysis.
 - e. Presenting in a suitable manner the same concept to children of three different ability levels (Either simulated or real situation).
3. A problems type experience will be provided for all students in handling all school records - cumulative records, register, progress records.
4. Planning and Writing Resource Unit
 - a. Outside reading on units and Alabama Course of Study
 - b. Review developmental characteristics of children
 - c. Review sequential characteristics of subject area
 - d. Examine commercially prepared teaching materials related to unit area and demonstrate use.

- e. Build teacher made teaching materials related to unit area and demonstrate use of the materials
 - f. Observe a simulated or real classroom where a unit is:
 - (1) Introduced
 - (2) Developed
 - (3) Culminated and evaluated
 - g. Role play number six
 - h. Write a resource unit
 - i. Develop a teaching unit and simulate presentation based on ability, achievement, interest and background of children.
5. Write behavioral objectives
- a. Students will view AV materials on educational objectives -- film strip and tapes
 - b. Outside reading (Mager, Bloom, etc.)
 - c. Practice exercises changing traditional objectives to behavioral objectives
 - d. Students will write objectives in behavioral terms in preparation for units, evaluation, micro-teaching, etc.
6. Long and Short Range Lesson Plans
- a. Students will do outside reading
 - b. Students will examine various lesson plan forms
 - c. Using a unit as a base students will write long (several weeks) and short (daily) lesson plans
7. Evaluation
- a. Students will do outside reading on the principles of evaluation test preparation and other appropriate areas
 - b. Examine AV material on test construction
 - c. Students will prepare tests on a segment of their unit
 - d. Students will prepare anecdotal records of children in actual classroom situation in the field after simulated experience in college classroom
 - e. Students will prepare and interpret sociograms in actual and simulated situations.
 - f. From observation of selected children in the field, students will keep a flow chart of children's participation
 - g. In a simulated and real situation students will conduct teacher-pupil conferences
 - h. Students will collect samples of children's work for diagnostic and evaluative purposes
 - i. See operation on behavioral objectives standardized and teacher made tests (#5-1)
8. Managing a Classroom
- a. Students will read in the area of classroom management
 - b. Students will view AV materials and utilize in area of classroom management.
 - c. Students will observe and keep a diary of actual classroom management in the field.

- d. Students will work through problematic situations on classroom management as observed in the field. (Room arrangement, handling routines, classroom records, grouping scheduling, discipline, standard charts, bulletin boards, etc.)
- e. Students will identify management problems in the field and work with public school teachers and pupils toward solution to these problems
- f. Students will experience operating multi-groups in the classroom while striving toward meeting individual needs of children.
- g. Students will gain experience in providing good learning environment in classrooms through
 - (1) simulated experiences in college classrooms
 - (2) seminars
 - (3) observation in the field
 - (4) actual participation with public school people in providing specific learning centers in the classrooms

9. Learning Activities

- a. Students will experience a variety of learning activities such as the following:
 - (1) giving reports
 - (2) preparing projects
 - (3) going on field trips
 - (4) using recordings and recording equipment
 - (5) using video tape in presentations
 - (6) utilizing the entire library facilities
 - (7) utilizing ETV where available
 - (8) utilization of a variety of texts on various grade levels
 - (9) developing techniques of discussion
 - (10) guiding learning experiences (instruction)
 - (11) using micro-teaching techniques
 - (12) utilization of resource people
- b. Students will observe and participate in providing a variety of learning activities in the public schools.

10. Self Direction

- a. Students will read in the area of self-direction.
- b. Students will view AV materials in the area.
- c. Students will simulate tutorial techniques in the area.
- d. Students will work on one to one basis with small groups with children in developing study skills and problem solving.
- e. Students will gain experience in simulated and actual public school situations in giving precise directions.
- f. See operations IX 4, 5, and 7.
- g. Students will work in real and simulated situations with children in planning use of time.

11. Teaching Materials

- a. Students will visit material centers and supply houses.
- b. Students will familiarize themselves with material catalogs.
- c. Students will begin a personal file of teaching materials.
- d. Students will select and use appropriate materials in relation to specific subject areas in real and simulated situations.
- e. Students will select and order appropriate material for a specific teaching unit in a simulated situation.
- f. Students will have experience in evaluating commercial and teacher-made materials (Practical, neatness, appropriateness, cost, etc.)
- g. Students will construct and use teaching aids.

12. Media

- a. Students will have demonstrated to them appropriate use of AV equipment.
- b. Students will use instructional film loops in practice sessions.
- c. Students will use AV equipment (video-tape, Hoffman Reader, Language Master, Projection equipment, etc.) in simulated and real situations (Projects, reporting, public school instruction, etc.)
- d. Students will prepare and use overhead projector materials.
- e. Students will preview films, filmstrips and records.

13. Professional Growth

- a. Students will be encouraged to participate in SNEA and Early Childhood Association campus organizations.
- b. Students will read professional literature (journals of learned societies, etc.)
- c. Reading on professionalism.
- d. Students will participate in seminars dealing with problems of professionalism (ethical behavior, professional growth, etc.)
- e. Students will become familiar with roles of school personnel by:
 - (1) visiting public school systems
 - (2) seminars with public school people
 - (3) reading
- f. Students will become familiar with research on current trends through reading, seminar discussions, attending workshops and conferences, etc.

14. Patterns of School Organization

- a. Students will become familiar with various patterns of organization through general reading, studying research, and viewing films.

- b. Students will visit schools using the various patterns of organization.
- c. Students will participate in seminars with resource people.
- d. Students will prepare and present reports.

15. School-Community Relationships

- a. Students will read on school-community relationships.
- b. Students will participate in seminars with resource people.
- c. Students will participate in solving hypothetical problems (community studies, role playing, etc.)
- d. Students will attend school-community meetings.
- e. Students will role play parent-teacher conferences.
- f. Students will view and discuss films on school-community relations.

With the completion of the output for each segment of the program, the faculty then met as a group to attempt to ascertain what type of arrangement would best lend itself to an organization for the types of instruction that would logically follow. The following four pages give an overview of the planned components of the model as they have been arranged on a tentative timeline.

The model was revised in 1971 after the pilot projects were completed in 1970.

SOPHOMORE

GENERAL EDUCATION	GENERAL EDUCATION	GENERAL EXPERIENCE	GENERAL EDUCATION	SEPTEMBER EXPERIENCE
(IPIM'S)	INDIVIDUALLY PRESCRIBED	Feedback	INSTRUCTIONAL MODULES	
1ST QTR.	2ND QTR.	3RD QTR.	1ST QTR.	2ND QTR.
Introduction to Education	TEACHING ENGLISH AS A	SECOND LANGUAGE	Teacher Aide - Tutorial Experiences	Experience in Schools
			Laboratory Experiences	3RD QTR.
				Human Development - Educational Psychology
				Measurement and Evaluation
				Admission to Teacher Education
GENERAL EDUCATION		Feedback	GENERAL EDUCATION	

JUNIOR YEAR
(ELEMENTARY AND SECONDARY)

1ST QTR.	2ND QTR.	3RD QTR.
GENERAL EDUCATION		
FOR - MINOR REQUIREMENTS - SECONDARY		
SPECIALIZATION - ELEMENTARY		
INDIVIDUALLY	PRESCRIBED INSTRUCTIONAL MODULES (IPIM'S)	
	LABORATORY EXPERIENCES	
	TEACHING ENGLISH AS A SECOND LANGUAGE	
SUPPLEMENTARY KNOWLEDGE		SUPPLEMENTARY KNOWLEDGE
SEMINAR I SOCIAL FORCES IN EDUCATION (ELEMENTARY & SECONDARY)	SEMINAR II TEACHING READING (SECONDARY ONLY)	
CONTENT TO BE TAUGHT	CONTENT TO BE TAUGHT	CONTENT TO BE TAUGHT
EXPERIENCES IN PUBLIC SCHOOLS (ASSISTANT TEACHER)	EXPERIENCES IN PUBLIC SCHOOLS	EXPERIENCES IN PUBLIC SCHOOLS

METHODS
(Elem.
only)

PHYS. ED.
SUB
DISC

METH.
PHYS. ED.

METHODS
(Elem.
only)

SENIOR YEAR (SECONDARY ONLY)

1ST QTR.	2ND QTR.	3RD QTR.
COMPLETION OF MAJOR - MINOR		
SUPPLEMENTARY KNOWLEDGE		
CONTENT TO BE TAUGHT		
TEACHING ENGLISH AS A SECOND LANGUAGE		STUDENT TEACHING OR INTERNSHIP
LABORATORY EDUCATION AND DEMOCRACY		
SEMINAR TEACHING PRINCIPLES AND PRACT. STRUCTURE OF KNOWLEDGE CURRICULUM CRITICAL THINKING	SEMINAR TEACHING PRINCIPLES AND PRACT.	
(ASSOCIATE TEACHER) EXPERIENCES IN PUBLIC SCHOOLS		SEMINAR IN A PERSONAL PHILOSOPHY OF TEACHING AND EDUCATION

SENIOR YEAR (ELEMENTARY ONLY)

1ST QTR.	2ND QTR.	3RD QTR.
SPECIALIZATION	← EXPERIENCES IN PUBLIC SCHOOLS (ASSOCIATE TEACHER) →	STUDENT TEACHING
		OR
		INTERNSHIP
SEMINAR IN A PERSONAL PHILOSOPHY OF TEACHING AND EDUCATION		

Discussion of Major Components of the Planned Model

General Education

It is anticipated that the general education component will comprise most of the first two years of work. While Livingston would like to utilize the Behavioral Science Teacher Education Program developed at Michigan State University in building this component, the degree to which a behavioral approach to general education can be developed remains to be seen. The University Council on Basic Studies and the University Council on Teacher Education have held joint meetings with consultants from Michigan State University to get an overview and to explore possibilities of attempting to establish broad experiences in the disciplines of the humanities, the sciences, and social science. Livingston will revamp its program in general education but will remain, of necessity, within the requirements of the National Council for the Accreditation of Teacher Education which specifies that at least one-third of the curriculum must be in the area of general studies.

Introduction to Education

The introduction component was designed and tested during the 1970-1971 academic year. The faculty and students participated in evaluating the program and it was redesigned for the 1971-1972 academic year. The component is designed to establish early contact with freshmen entering the College of Education. Much of the experience is devoted to testing in order that counselors may have materials that will aid them in counseling with students. Experiences with public schools are provided in order that freshmen may begin to make career decisions. Another major function is to provide remedial activities for those students who are in need of remediation. The central function of the introduction is to lead the student into self-development and toward self-analysis in order that he may become more efficient in diagnosing his own teaching problems.

The evaluation of the pilot project revealed that the university was not challenging students sufficiently. As a result several items that were not included in the original study were incorporated in the second year. It was determined that, inasmuch as media was at the heart of an individualized program, students must acquire competency in media as early as possible. In addition to the inclusion of media, components were added in Teaching English as a Second Language, more work in speech and role playing, and sensitivity training. The students felt that these would be necessary additions to the component in order for them to proceed through the program.

The total program is provided on the next three pages:

TENTATIVE PLANS FOR INTRODUCTION TO EDUCATION

1. Testing:
 - A. Stanford Achievement Test
 - B. Nelson Denny Reading Test
 - C. Brown-Holtzman Study Habits
 - D. Speech Screening
2. Self-analysis
3. Presentation of Dean, College of Education
(Introduction to Competency-based Program)
4. Facilities of College of Education
5. Library IPIMs
6. Speech presentation - video-taped
7. Teaching English As a Second Language (TESL)
8. Sensitivity Training (out of class)
9. Self-analysis
10. Introduction to Program Personnel
 - A. Elementary Education
 - B. Secondary Education
 - C. Physical Education
 - D. Research and Services
 - E. Special Education
 - F. Early Childhood
 - G. Guidance and Counseling
11. Mini-teaching students
12. Public School Organization
 - A. Self-contained classroom
 - B. Open Classroom
 - C. Team teaching
 - D. Non-graded schools
 - E. Differentiated staffing
 - F. Curriculum
 1. Grouping
 2. Ancillary services (psychologists, school social workers, special programs)
13. Limited School Visitation
14. Catalog Study
15. Student Advisory Council on Teacher Education
16. Media IPIMs
17. September Experience

UNIT: SPEECH PRESENTATION

IPIM # 1

I. Content Classification: ED 101. Speech Presentation

II. Behavioral Objective: Students in ED. 101 will be able to demonstrate competency in making an interesting video-taped presentation (three to five minutes) on a topic in the field of education.

III. Purpose: In order to communicate effectively to the students being taught and to all with whom one comes in contact. Future teachers need to be able to make interesting formal and informal presentations.

IV. Learning Experiences:

- A. Students may read from resources on effective speaking.
- B. Students may observe classroom presentations made by various professors.
- C. Students may arrange conferences with speech specialist or Introduction to Education professors.
- D. Students may practice for presentation with a group of peers or use tape recorders in Media Center.
- E. Free Choice.

V. Performance Criteria: Based on the following criteria, Introduction to Education students will make an interesting three to five minute presentation:

A. Delivery

- 1. Volume
- 2. Rate (How slow or fast you talk)
- 3. Eye contact
- 4. Pronunciation and articulation

B. Composition

- 1. Introduction - Does it arouse interest, does it state subject of speech?
- 2. Organization
- 3. Choice of words, description, etc.
- 4. Conclusion - Sum up major points. Does this type of conclusion help audience remember main points?

VI. Taxonomy

VII. Resources:

- 1. Braden, Waldo Warder, Speech Practices. New York: Harper & Co., 1958.
- 2. Brigrance, William Norwood, Speech Communication. New York: Appleton-Century-Crofts, Inc., 1955.
- 3. Brown, LeRoy, How To Make A Speech. New York: Frederick Fell, Inc., 1963.
- 4. Bryant, Donald C., Oral Communication. New York: Appleton-Century-Crofts, Inc., 1954.
- 5. Fessenden, Seth A., The Teacher Speaks. New York: Prentice-Hall, 1954.
- 6. Fisher, Hilda B., Improving Voice and Articulation. Boston: Houghton-Mifflin, Co., 1966.
- 7. Lomas and Richardson, Speech, Idea, and Delivery. Boston: Houghton-Mifflin, Co., 1965.

EVALUATION SHEET

NAME _____

SUBJECT _____

		POOR	FAIR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT	SUPERIOR
		1	2	3	4	5	6	7
POOR	11							
FAIR	22							
BELOW AVERAGE	33							
AVERAGE	44							
ABOVE AVERAGE	55							
EXCELLENT	66							
SUPERIOR	77							
CHOICE OF SUBJECT: Appropriate to speaker, listener, assignment, time limit.								
ORGANIZATION: Clear, simple, orderly, logical.								
DEVELOPMENT OF INTRODUCTION: Did it gain an attentive, friendly, intelligent hearing?								
DEVELOPMENT OF DISCUSSION: Factual and visual support.								
DEVELOPMENT OF CONCLUSION: Summary, appeal.								
PHYSICAL CONTROL: Facial expression, eye contact, gestures, posture, movement.								
PUTTING OVER IDEAS: Rapport, communicativeness, persuasiveness.								
LANGUAGE: Clarity, vividness, impressiveness.								
VOICE AND PRONUNCIATION: Volume, articulation.								
ATTITUDES: Toward listeners and speaking situation.								
OVERALL EFFECTIVENESS								

TOTAL SCORE _____

Individually Prescribed Instructional Modules (IPIM'S)

An instructional module is a single learning experience directed toward a single behavioral objective. Many instructional modules which are oriented toward enabling objectives and which are combined to reach a terminal objective are referred to as components. These single learning experiences are the heart of the Livingston Model. They are designed as follows:

- a. Classification (an alphabetical or numerical arrangement to computerize the modules and to retrieve them.)
- b. Behavioral Objective
- c. Purpose of the Objective (This is done in order to clarify to both the instructor and the student why the objective is important.)
- d. Learning Experience
- e. Evaluation (Specifying both the conditions and degree so that the student will know when he has reached the desired level of competency.)
- f. Taxonomy (Primarily for further study and research. This can determine the level of the objectives as well as determining whether the objectives can be classified as affective or cognitive.)
- g. Resources

Eventually this instructional modular approach should be the basis of most work in professional education. In order to prepare for individualized instruction professors have been asked to begin writing instructional modules for their traditional class structure in order that these classes may become more relevant for students. It is anticipated that once the modular approach has been developed in terms of the traditional class structure, then the modules can be rearranged and placed in sequence to arrive at an individualized approach. At this point the modules will be computerized and the computer will keep track of where each student is on a timeline and chart the progress of each student toward specified competencies. This computerization will begin in June, 1971. An example of an IPIM in speech is provided in the previous section in Introduction to Education.

September Experience

The September Experience is designed to orient the student to the opening of school and to begin to have an awareness of some of the problems and procedures relative to the activities of public schools. Students make their own arrangements to participate in the opening of a public school and to work there for two weeks prior to returning to the university for the fall term. The arrangements are worked out with the divisional chairmen or advisors and the functions and desired experiences are discussed in the orientation sessions. The experience is described as follows.

September Experience
College of Education
Livingston University
Livingston, Alabama 35470

Letter to the Principal:

_____ has indicated that you have
(Student's Name)
given her permission to be in your school for the September Experience which is part of the professional education program for Elementary Education majors at Livingston University. This experience is designed primarily to provide prospective teachers an opportunity to observe in a real situation the procedures involved in beginning a school year.

A description of this experience is included in the attached material. Please assign the student whose name is shown above to a supervising teacher who should assume primary responsibility for the supervision and evaluation of the activities and experiences of the student while in your school. We do not expect the student to do any actual teaching, but we do feel that perhaps some assistance might be rendered by the student that will be beneficial to the supervising teacher and/or the school.

We appreciate your willingness to cooperate in the program.

Sincerely yours,

Joseph F. Early, Chairman
Division of Elementary Education

JFE/eb

Enclosures

College of Education
Livingston University
Livingston, Alabama 35470

RE: September Experience

FROM: Dr. Joseph F. Early

We are sending a packet of materials concerning the September Experience to the principal of the school in which you plan to have the September Experience. We are also enclosing a packet of materials for you. Please examine the materials closely, then give the supervising teacher with whom you will be working the evaluation sheets for her to fill out. She will use the stamped addressed envelope to mail the evaluation in to me. The materials will give direction to you concerning the daily log and the expectations the University has for you.

September Experience

Purpose: The purpose of the September Experience is to provide the student in Teacher Education an opportunity to observe and participate in a classroom situation prior to his student teaching, and preferably at the beginning of his senior year.

Preparation: Meetings will be held in the Spring and Summer quarters to provide the student with information necessary to plan for the experience. Written guidelines will be prepared and given to the student at these meetings. An orientation of all students planning an experience will be conducted. After the student decides where he wants to work and has made the initial contact, the college will contact the principal and the teacher involved, explaining the program and sending any needed materials.

Experience: The experience is to be of one week duration, with at least three days spent in the classroom with the children. The extent of student involvement in the classroom situation will depend on the classroom teacher. The student will be required to keep a diary of the daily activities, which will be signed by the teacher.

Culmination: A seminar will be held as soon as possible after fall registration for discussion of the experience.

Evaluation: A stamped card will be sent to each teacher that is involved, on which he will evaluate the student and mail this evaluation directly to the College of Education.

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COLLEGE OF EDUCATION
LIVINGSTON UNIVERSITY
Livingston, Alabama 35470

DESCRIPTION OF SEPTEMBER EXPERIENCE PROGRAM

The College of Education, Livingston University, has developed a September Experience Program as an integral part of its Teacher Education Program which is a necessary part of the laboratory experiences for students prior to student teaching. The specific purposes of the program are:

- A. To enable the student to gain further orientation to the profession of teaching, to the study of young people, and to current methods and materials of instruction.
- B. To provide an opportunity for students to participate in a variety of classroom and other school experiences.
- C. To enable students to further evaluate and verify their interest in teaching.
- D. To give prospective teachers an opportunity to participate in teacher orientation programs and pre-service workshops prior to the opening of school.
- E. To provide an opportunity for students to observe and participate in the mechanics of opening school, including the organization of a classroom or classes.

The September Experience constitutes a part of the laboratory requirements. The arrangements for the experience are to be made by the student with the principal and supervising teacher of the public school. Students should request assignment for this experience in a public school, preferably in their home town.

During the September Experience the student will serve under the jurisdiction of the school and is expected to abide by the same rules and regulations as regular staff members. He is expected to report to the school at the same time the regular teachers arrive in the fall and should continue to report to the school full time each day for a period of at least five days. Pre-school workshops which are held for teachers in many school systems may count as part (not more than two days) of the required five days. Satisfactory completion of this experience is a prerequisite for student teaching.

The students should take advantage of any opportunity to participate in activities and gain experiences which will contribute to their understanding of the teaching profession. Some suggested activities and experiences are listed below:

1. Assist with registration.
2. Assist in correcting papers.
3. Help students in work assignments.
4. Assist teacher whenever possible (noon duty, recess duties, assemblies, etc.)
5. Assist in projects, bulletin boards, science corners, etc.
6. Assist in preparing and distributing materials and equipment.
7. Attend teachers' meetings, workshops, orientation programs, etc.
8. Talk to supervising teachers about utilizing special talents or abilities.

STUDENT'S REQUIRED RECORDS OF PRE-TEACHING SEPTEMBER EXPERIENCE *

The Daily Log

1. Students are required to keep a daily log. The log should include:
(1) the major tasks he undertook, (2) the duties he performed, (3) the extra-curricular activities in which he participated, and (4) the observations he made. His observations should include a description of:
 - A. The way in which the teacher got acquainted with the students.
 1. How she introduced herself to the students.
 2. How she learned the names of the students.
 3. How she established authority while still maintaining good relations.
 4. Other techniques utilized by the teacher to create a desirable atmosphere for learning.
 - B. The physical condition of the room.
 - C. The evidences of pupil-teacher planning.
 - D. The way in which the supervising teacher organized the classroom for effective management.
 1. How the materials and supplies were distributed and collected.
 2. How subjects and ideas were presented.
 3. The procedures followed for class changes, attendance, and dismissal at recess, noon, at the end of the school day, and from the cafeteria when the students have finished eating.
 - E. The provisions made for individual differences within the school.
 1. Do they have a special education class?
 2. Do they have a department for speech correction?
 3. Do they have special classes for mentally handicapped children?
 4. Do they have a program for the gifted child?
 5. Other procedures designed to accommodate individual differences.
 - F. The differences you observed in intellectual, social, emotional, and physical development of students.
2. Obtain a copy of the supervising teacher's weekly schedule, including the daily time commitment for each area, if available.
3. Write a detailed review of at least one lesson taught by the supervising teacher.

* The students will submit "The Daily Log" the first day of classes for the fall quarter.

Submit to: Dr. Joseph F. Early, Chairman
Division of Elementary Education
Livingston University
Livingston, Alabama 35470

COLLEGE OF EDUCATION
LIVINGSTON UNIVERSITY
Livingston, Alabama 35470

STUDENT'S EVALUATION OF SEPTEMBER EXPERIENCE

NAME _____ DATE _____

SCHOOL _____

SCHOOL ADDRESS _____

GRADE OR SUBJECT AREA(S) _____

1. List what seems to you to have been the most useful services you rendered and the values gained through this experience.

2. Indicate your reactions to the Pre-teaching Field Experience:

3. What suggestions do you have for improving the Pre-teaching Field Experience Program?

4. What is your reaction to the daily log requirement?

Supervising Teacher's Report on Student

6. Please give your evaluation of the September Experience Program.

PLEASE INDICATE YOUR IMPRESSION OF THE STUDENT IN THE FOLLOWING AREAS:

TRAIT	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT
APPEARANCE: (clean, neat, well dressed and groomed)			
USES VOICE EFFECTIVELY: (Has sufficient range, free from monotone, pleasing pitch, sufficient resonance & volume)			
USES ACCEPTABLE GRAMMAR AND SENTENCE STRUCTURE IN SPEAKING AND WRITING			
DEPENDABILITY: (Prompt, willing to accept responsibility, usually carries job through to successful completion)			
INITIATIVE: (Often takes the lead, eager to participate without being asked)			
WILLINGNESS TO COOPERATE WITH OTHERS			
SEEMS TO HAVE A GENUINE LIKING FOR PUPILS AND A DESIRE TO WORK WITH THEM			
SEEMS TO HAVE AN AWARENESS OF CHILDREN'S NEEDS			
SEEMS TO BE DEVELOPING AN UNDERSTANDING OF PROFESSIONAL ETHICS			
OVERALL POTENTIAL FOR DEVELOPING INTO A TEACHER			

PLEASE COMPLETE BY SEPTEMBER 30th
AND MAIL TO:

Dr. Joseph F. Early, Chairman
Division of Elementary Education
Livingston University
Livingston, Alabama 35470

Tutorial Experience

The tutorial experiences are planned to include tutoring on a one to one basis, one to two or three, and finally small groups. The tutorial center included elementary pupils from the public schools who are brought to the university campus, and secondary school pupils who come to the campus, and can include college students who desire to make use of the services. This tutorial experience is designed to give instant feedback to the prospective teacher and to provide an opportunity to work, under the direction of a college teacher, to see if they can teach concepts to others. This tutorial center will work in conjunction with the experiences in human development and in educational psychology.

The Laboratory

The laboratory contains components in media (software and hardware); micro-teaching; simulation; sensitivity training and group dynamics; interaction analysis; writing behavioral objectives and construction of individualized modules; and work in dramatics and speech. Work in computer instruction is planned. The laboratory also runs in conjunction with teaching and learning theory and later, possibly in the fall of 1971, the components on teaching and learning theory and the laboratory will probably be combined. Pilot projects were run during the 1970-71 academic year. The original experimental program will be redesigned and further pilots completed during the summer of 1971 and the laboratory completed during the 1971-1972 academic term. The laboratory is handled by teams of professors in elementary and secondary education. The schedule of the program for the 1970-1971 academic term is as follows:

ELEMENTARY EDUCATION LAB I AND II, SPRING, 1971

LAB I

LAB II

March	22	Orientation - Early Technical Skills Overview - Early	Orientation - Early Music - Patrenos
	24	IPIM's - Nissen	Music - Patrenos
	26	Behavioral Objectives - Johnston	Music - Patrenos
	29	Behavioral Objectives - Johnston	Music - Patrenos
	30	(9:00 to 12:00) Initial Microteach by Lab I students with Lab II students acting as students Final decisions regarding outside reading due April 9	
	31	Principles of Learning - Nissen	Music - Patrenos
April	2	Interaction Analysis - Orso Evaluation - Nissen	Problems Seminar - Johnston Evaluation - Nissen
	5	Interaction Analysis - Orso Evaluation - Nissen	Problems Seminar - Johnston Evaluation - Nissen
	6	(9:00 - 12:00) Lettering - Nissen	Lettering - Nissen
	7	Bulletin Boards - Nissen	Bulletin Boards - Nissen
	8	Field Trip	
	9	Seminar on Reading - Staff	Seminar on Reading - Staff
	12	Problems Lab - Staff	Problems Lab - Staff
	14	Language Arts - Rumley	Language Arts - Rumley
	15	Field Trip	
	16	Field Trip	Language Arts - Rumley
	19	Language Arts - Rumley	Language Arts - Rumley
	21	Language Arts - Rumley	Language Arts - Rumley
	23	Language Arts - Rumley	Language Arts - Rumley
	26	Language Arts - Rumley	Language Arts - Rumley
	27	(9:00 - 12:00) Mid-term evaluation	Mid-term evaluation
	28	L.A. Micro Teach - Staff	L.A. Micro Teach - Staff
	29	Field Trip	
	30	L.A. Micro Teach - Staff	L.A. Micro Teach - Staff
May	3	Seminar on Reading - Staff	Seminar on Reading - Staff
	5	Arithmetic - Johnston	Arithmetic - Johnston
	6	Field Trip	
	7	Arithmetic - Johnston	Arithmetic - Johnston
	10	Arithmetic - Johnston	Arithmetic - Johnston
	12	Arithmetic - Johnston	Arithmetic - Johnston
	13	Field Trip	
	14	Arithmetic - Johnston	Arithmetic - Johnston
	17	Arithmetic - Johnston	Arithmetic - Johnston
	19	Arithmetic Micro Teach - Staff	Arithmetic Micro Teach - Staff
	21	Arithmetic Micro Teach - Staff	Arithmetic Micro Teach - Staff
	24	Open	Open

EDUCATION 480 - SECONDARY EDUCATION TEACHING LABORATORY
SPRING QUARTER CALENDAR, 1971

March, 1971

Professor in Charge

Monday	22 - Orientation (one hour) and Major Field (one hour)	Dr. Orso - Major Field Professors
Wednesday	24 - Technical Skills of Teaching Seminar	Dr. Lyon
Friday	26 - Behavioral Learning Unit Seminar	Dr. Hill
Monday	29 - Major Field	Major Field Prof.
Wednesday	31 - Behavioral Learning Unit Seminar	Dr. Hill

April, 1971

Friday	2 - Behavioral Learning Unit Seminar	Dr. Hill
Monday	5 - Major Field	Major Field Prof.
Wednesday	7 - Technical Skills of Teaching Seminar	Dr. Lyon
Friday	9 - Technical Skills of Teaching Seminar	Dr. Lyon
Monday	12 - Major Field	Major Field Prof.
Wednesday	14 - Interaction Analysis Seminar	Dr. Orso
Friday	16 - Introduction to School Visitation Seminar	Dr. Patrenos
Monday	19 - Major Field	Major Field Prof.
Wednesday	21 - Public School Visitation in Local Area	Dr. Patrenos
Friday	23 - Interaction Analysis Seminar	Dr. Orso
Monday	26 - Major Field	Major Field Prof.
Wednesday	28 - Measurement and Evaluation Seminar	Dr. Judge
Friday	30 - Measurement and Evaluation Seminar	Dr. Judge

May, 1971

Monday	3 - Major Field	Major Field Prof.
Wednesday	5 - Meridian's Kate Griffin High School Visitation (all day)	Dr. Patrenos
Friday	7 - Behavioral Learning Unit Seminar	Dr. Hill
Monday	10 - Major Field	Major Field Prof.
Wednesday	12 - Role of Teacher in Guiding Learning Seminar	Dr. Hill
Friday	14 - Maxi Micro-teaching	Dr. Orso - Staff
Monday	17 - Major Field	Major Field Prof.
Wednesday	19 - Maxi Micro-teaching	Dr. Orso - Staff
Friday	21 - Maxi Micro-teaching	Dr. Orso - Staff
Monday	24 - Major Field (one hour) and Evaluation of Lab (one hour)	Major Field Prof. Dr. Orso

EDUCATION 480 - SECONDARY EDUCATION TEACHING LABORATORY

COURSE REQUIREMENTS - SPRING QUARTER, 1971

Common Area Requirements

Professor in Charge

- | | |
|---|------------------|
| 1. Technical Skills of Teaching (17 skills) -
Demonstrated Competency (a minimal of three
video tapings, to be completed before Maxi
Micro-teaching) | Dr. Lyon - Staff |
| 2. Media (5 hardware) - Demonstrated Competency
(1) 16mm projector
(2) slide projector (carousel)
(3) filmstrip projector
(4) overhead projector
(5) tape recorder (reel and cassette) | Miss Young |
| 3. Interaction Analysis - Demonstrated Competency | Dr. Orso |
| 4. Maxi Micro-teaching - (One 10-12 minute taping,
demonstrating selected teaching skills) | Dr. Orso - Staff |
| 5. Public School Observation (At least two hours
on own time) | Dr. Patrenos |

Major Field Minimal Requirements

1. Major field textbook
2. Two readings each week from professional literature (Reactions to
readings to be turned in to major field professor.)
3. Resources in major field (To be turned in to major field professor)
4. Professional organizations and journals in major field (To be turned
in to major field professor.)
5. Behavioral Learning Unit with teacher made unit test based on
behavioral objectives in Behavioral Learning Unit (To be turned
in to major field professor.)
Length of Unit: To cover five 30 to 45 minutes class period.

Admission to Teacher Education

The Admission to Teacher Education takes place at the end of the sophomore year. The faculty feels that this process should still be maintained in the program because a judgement will still have to be made relative to whether the students have attained the necessary knowledges that should undergird the program of teachers. By this time the faculty should also have had opportunity to decide whether the student is able to display enough of the skills that will be needed in order to discover students of promise. All remedial activity should have been completed by this date. Students are screened in speech; reading; general achievement; grade point averages in the major, in the minor, in professional education, and overall; and personality. Admission is handled by a committee in the College.

Specialization

Specialization should be completed for both elementary and secondary education majors in order that they might work in team situations or in specialized areas should the occasion require this type of teaching arrangement. Specialization for elementary majors requires "content to be taught to pupils" in each area and a corollary area in either a substantive discipline or in an area such as reading, early childhood education, or special education. The usual specializations are required of all secondary majors. Attempts are made to bring out the structures of the disciplines and the scholarly modes of knowledge.

Experiences in Public Schools

Experiences in public schools are frequently referred to as clinical experiences. As this has been planned the emphasis will be on sequential experiences that will enable the student to perform in a variety of settings which will include instructional management as well as differentiated staff positions. The student will progress through teacher aide, tutorial experiences, assistant teacher and finally to a period of major teaching responsibilities. The Syracuse Model provides the framework that appears to best fit this segment of the planning. Inevitably, changing into a diagnostic teaching posture and changing the role of a teacher into that of an instructional manager will involve the in-service education of the participating school systems. The faculty is presently planning this component and will pilot test segments of this component this fall (1970).

Teaching and Learning Theory

Referred to in the diagram as methods, the teaching and learning theory will attempt, in the elementary education program, to fuse the content to be taught pupils with the methods of teaching each of the disciplines. This will mean team-teaching with professors or some arrangement in which there is very close cooperation between the professors of the substantive disciplines and the professors of education who will be concerned with methodology. The present plans call for

fusing this aspect of the program with the experiences in schools as well as with the laboratory experiences. The experiences in secondary education will be fused with both the laboratory and the clinical experiences. (See the section on "The Laboratory.")

Clinical Experience

The clinical experiences will involve a practicum which will take the place of the former student teaching experience. The primary difference will be that the student will assume classroom teaching from the first day rather than being sequential in nature. It is assumed that with the other experiences that the student should be ready to assume the responsibility for teaching without further guidance. However, the university will work continually to assist the student in evaluating his performance in the classroom and seminars have been arranged in order to assist the student, through the study of philosophy of education, to commit himself to a uniquely personal style of teaching. It is also anticipated that these seminars will assist in evaluating the product of the program particularly in deciding whether the teacher will be able to assure student competencies, i.e., to teach a student in such a way as to insure that the student attains those competencies that they should attain.

Internship

Originally the planning for the development of the model included a full year's internship beyond the attainment of the bachelor's degree. However, the problems encountered in developing this aspect of the program appeared almost insurmountable. Students usually move great distances and the certification requirements are such as to avoid any real control over the teaching of teachers at this point. As the profession moves into a fifth year program for the preparation of teachers, the faculty will reconsider this aspect of the program. The Alabama Education Association is establishing a Professional Practices Act which will include a year of internship with joint supervision by public school and college personnel for one year. Professional certification will be granted after the period of internship.

Conclusions

Originally Livingston University had the objective of planning the development of a teacher education program that would be a model for schools of our size, shape, and description. The approach was to contain a systems approach to the design, to be modularized and to contain components that were contained in the large models which submitted specifications to the Bureau of Research. The design has been completed

and various components tested and evaluated. These components have been incorporated into regular elementary and secondary education programs for upper division students. In the fall of 1971 there were one hundred and fifty, first and second year students moving through individualized programs for training teacher aide and tutor. The individualized programs for assistant teacher and associate teacher are under development and will be implemented in the winter and spring of 1972. It is anticipated that all undergraduate students in the College of Education will be proceeding through individualized programs by the fall of 1972. Although the conversion to individualized instruction will have been completed, the individualized learning modules will need further development and refining in terms of research to determine whether they are completing the job they are supposed to do. Arrangements have been completed, through Teacher Corps, to utilize Livingston University as a demonstration center and a research center in the development of mini-courses by the Far West Laboratory for Educational Research and Development. The university has incorporated the mini-courses into the modularized instructional program for both pre-service and in-service teachers. Teacher Corps, Cycle VI, is providing both financial assistance and impetus to the implementation of the model. Portal Schools (Florida State Elementary Model) are being developed under the auspices of Teacher Corps for undergraduate clinical experiences. Corpsmen are writing individual learning packets for elementary school children and teachers, cooperating with Teacher Corps, are participating in an inservice program to complete the conversion to individualized instruction in the portal schools. The administrative structure in the College of Education will be reorganized in December, 1971, to cope with the problems of the new program.

Principal problems which were encountered in the development and implementation of LUTEP (Livingston University Teacher Education Program) were the development of the faculty, particularly in the conversion from the traditional program to the new program. Other problems encountered were problems of grading, quality points, computerization, and working through morale factors with both faculty and students. A major problem has been the time and effort that must be expended by a faculty in developing the prototype of a model program. It is anticipated that the flow of information from the National Center for Educational Research and Development will facilitate the incorporating of components into the model, particularly as experimental components are completed throughout the country.

It is recommended that all colleges begin to make movements toward this type of program or a program that is similar in nature, i.e., modularized and individualized. It is believed that the development of such programs will be necessary to prepare public schools for individualized instruction and differentiated staffing that will be needed for the decade ahead.

Appendix A

ASSUMPTIONS AND RATIONALE LIVINGSTON TEACHER EDUCATION PROGRAM

1. The total development of the child can best be assisted by a teacher who possesses the varied dimensions of our culture. Teachers who possess these dimensions demonstrate this by:
 - a. Practicing communication skills of effective speaking, reading and writing.
 - b. Relating to the human condition, both personal and social, as these conditions are represented in literature and history; can understand the functions of the institutions of society.
 - c. Understanding and relating that the fine arts are the objectifications of the feelings of a culture.
 - d. Relating the products and processes of the natural and social sciences to modern societal problems.
 - e. Subscribing to a continuing program of physical education, mental and physical health and recreation.
2. There is a fund of accumulated knowledge and skills which are both product and process which a child must incorporate into his phenomenal field and must learn to utilize if he is to realize his potential in a modern technological society. Therefore, all teachers need to have an area of subject specialization in which they are cognizant of the structure of the discipline and they should be able to make a distinction between the content to be taught to pupils and the scholarly manipulation of their subject discipline. They should be aware of product and process and make appropriate adjustments in the subjects for their students.
3. Students learn more easily in an atmosphere that is oriented toward a recognition of their personal worth and dignity and their developmental level; in a situation in which their learning is guided and in a situation in which they are assisted in remedying their deficiencies. Teachers must be able to assume varied roles and to demonstrate versatility in the assumption of roles. They must be competent in evaluation and utilize a variety of appropriate teaching media. They must stimulate and maintain motivation, guide relevant activities and have skill in management of routine activities. They must be skillful in interpersonal relations, developing behavioral competencies, and skillful in diagnosing learning deficiencies and appropriate remedial activities.

4. Prospective teachers need clinical and laboratory experiences and an extended practicum in which they can demonstrate, experiment, and test teaching and learning skills and in which they can develop interpersonal relationships in an atmosphere that is sequential in the assumption of responsibility and where constructive criticism leads to continual self-analysis for continued improvement.
5. Students preparing to live and work in a changing, technological and urbanized society will need to be taught behaviors that will enable them to develop the skills that will be demanded by that society. Teachers will need to assume the roles of diagnosticians and of facilitators of learning and to demonstrate the ability to utilize and to participate in differentiated staffing patterns that will enable students to proceed in individualized learning patterns at their own learning rate. Teacher education programs will have to be developed that are individualized, behaviorally oriented, field-centered, pluralistic, self-correcting, research based and which will have appropriate simulated laboratory experiences, tutorial experiences, and clinical experiences to develop the types of teachers that will be committed to teaching, to self-analysis and to continuing education.

Appendix B
OBJECTIVES OF THE LIVINGSTON
PROFESSIONAL EDUCATION PROGRAM

Livingston University, 1968

The prospective teacher should be able:

- A. To outline the Alabama Course of Study recommendations for the particular grade or subject in which he expects to teach.
- B. To justify verbally the choice of learning activities selected in terms of the Alabama Course of Study:
 1. According to the development of children.
 2. According to the prior experiences of children.
 3. According to the conceptual development of children.
 4. According to the structure of the discipline as delineated by experts in the discipline.
- C. To demonstrate a familiarity with current research and program developments--e.g., BSCS (Biological Science Curriculum Study), ITA (Initial Teaching Alphabet).
- D. To demonstrate ability to verbalize the effects which developments in the humanities and behavioral sciences should have on the determination of program content:
 1. Current and historical developments.
 2. Humanistic emphasis in the content fields.
 3. Individual and social interaction.
- E. To state with some precision the effects that the following have on current educational programs and practices:
 1. Purposes of elementary and secondary schools.
 2. Technological developments.
 3. Major philosophies of education.
 4. Decision making.
 5. Control and financing.
 6. Accreditation of schools
 7. Certification of professional personnel.
- F. To write behavioral objectives, to describe the process of evaluation, and to evaluate the outcomes of instruction in terms of behavioral objectives.

INSTRUCTIONAL TECHNIQUES

- I. The prospective teacher should demonstrate understanding by being able to explain that:
 1. Learning is complex, active, goal-centered.
 2. Only the motivated pupil will learn.
 3. A pupil learns through his own activity.
 4. Pupils are at varied levels of readiness; therefore, a class needs many approaches in any lesson.
 5. Concepts which can be verbalized are built through a variety of materials and experiences.
 6. Increasingly discriminative and generalized concepts are essential to thinking.
 7. Learning is best recalled and used which is taught in a structure in which contents are related from the pupils' perspective.
 8. Techniques of learning and of problem-solving are more important than is acquisition of specific knowledge.
- II. The prospective teacher should demonstrate skill in -
 - A. Use of materials for learning by being able:
 1. To prepare appropriate, attractive, and legible charts and bulletin boards.
 2. To know and to use audio-visual materials as related to what he is teaching--e.g., film strips, tape recordings, overhead projectors, maps, graphs.
 3. To demonstrate legibility in the use of the chalk board as a teaching aid.
 4. To prepare charts and other materials to fit various purposes.
 5. To use and evaluate programmed instruction--e.g., reading kits, tachistoscope, etc--for their contribution to learning.
 6. To use a variety of trade books on many ability and interest levels.
 7. To use the textbooks as guides but to supplement them with other materials.
 8. To develop centers of interest as motivating devices--e.g., in science, arithmetic, or reading in the elementary school, in relation to one subject in the high school.
 - B. Organization of learning activities by being able:
 1. To stimulate and to maintain pupil motivation for an activity.
 2. To make lesson plans which identify objectives, list initiatory activities, learning activities, instructional media, evaluation and further assignments.

3. To correlate and integrate subjects--e.g., history with literature; mathematics with science.
4. To develop concepts on various levels of understanding.
5. To give clear directions, explanations, and summaries.
6. To organize a resource unit.
7. To prepare and direct a big unit of work.
8. To be able to set up groups on several different bases--e.g., ability, sociometric, on basis of observed social-emotional need.
9. To show skill in directing small group work--e.g., in establishing objectives, in working effectively, in evaluating.
10. To provide, develop, and direct skills necessary for using research materials.
11. To guide pupils in preparing and sharing research findings with the class.

C. Stimulation of enriched learning by being able:

1. To individualize assignments within a large group or class.
2. To direct an individualized reading program, and to keep necessary records.
3. To promote independence and critical thinking for self-learning, as evidenced by the student's ability to set realistic goals, to answer comprehensive questions and to perform research.
4. To stimulate creative activities of students in art, music, writing, or any other areas.
5. To practice problem-solving techniques himself, and to help students develop expertise in various aspects of problem-solving.

D. Specialities of his subject area by being able:

1. To prepare and use experiments and demonstrations in science.
2. To make and use concrete teaching aids in mathematics.
3. To select and present appropriate poems, stories, and other literature; to direct choral reading; to tell stories.
4. To dramatize or supervise dramatization of real, literary, or historical situations.
5. To develop the reading skills required for reading in the content areas.
6. To direct laboratory activities and field trips.
7. To supervise pupils as they acquire skill in preparation of materials and use of equipment.
8. To aid students to build motor skills in physical education, in vocational fields, and in leisure activities.

- E. Creation of a classroom climate conducive to learning by being able:
1. To have a variety of materials readily available.
 2. To vary teaching techniques.
 3. To utilize democratic procedures of reaching decisions and of conducting the class.
 4. To arrange physical conditions that are as attractive and comfortable as possible.

INSTRUCTIONAL MEDIA

The prospective teacher should demonstrate skill in--

- A. Selection of materials and equipment by being able:
1. To select materials that are suitable for the identified purposes.
 2. To explain the limitations of media.
 3. To keep costs within budgetary limits.
 4. To explain the feasibility of a specific project.
 5. To determine if equipment is too complicated for common use.
- B. Construction of various instructional materials by being able:
1. To use various tools and materials needed in construction.
 2. To construct various teaching aids such as bulletin boards, flannel boards, science exhibits.
- C. Acquisition of instructional materials by being able:
1. To describe material centers for instructional supplies.
 2. To explain limitation of various media.
 3. To demonstrate knowledge of sources of supply and methods of acquiring materials.
- D. Demonstration of instructional materials by being able:
1. To demonstrate the ability to use instructional media.
 2. To make simple repairs on equipment.
- E. Proper storage of material and equipment by being able:
1. To utilize available space.
 2. To keep materials in order.

CLASSROOM MANAGEMENT

The prospective teacher should demonstrate skill in --

A. Ways of handling routine by being able:

1. To check pupil attendance.
2. To collect money from pupils.
3. To keep records of attendance and monies collected.
4. To distribute and collect materials.
5. To assign housekeeping duties.
6. To provide for pupil health and comfort--e.g., heat, ventilation, management of sick pupils.
7. To arrange the classroom for instructional use.
8. To use seating charts and other seating plans to facilitate learning.
9. To make transition from one classroom activity to another.
10. To describe satisfactory ways for manipulating and storing classroom equipment.
11. To keep classrooms clean, attractive, and stimulating.
12. To use non-professional personnel services in maintaining and operating the classroom.

B. Ways of planning and maintaining effective classroom operation by being able:

1. To give a verbal description of common discipline problems.
2. To give a verbal description of ways to use praise, rewards, and punishment in preventing or solving discipline problems.
3. To demonstrate kinds of behavior which will improve teacher-pupil relationships.
4. To utilize pupil attention, involvement, and organization for the purpose of initiating or concluding activities.
5. To employ democratic procedures such as discussion, consensus, voting, and committee formation as ways of gaining information, securing commitment and reaching decisions.
6. To organize groups of different sizes as needed for a variety of purposes with appropriate attention to space, time, schedule, group composition, leadership, supervision, and behavioral expectations of pupils.
7. To explain the necessity for adhering to school policies.
8. To give evidence of the traits of courtesy, kindness, good manners, a sense of humor, patience, tolerance, cooperation, enthusiasm, energy, manner of speaking, leadership, self-control, consideration for others, good personal appearance, firmness, and personal dignity as bases for establishing a classroom environment satisfactory for working and learning.

GROUP DYNAMICS

- I. The prospective teacher should be able to demonstrate understanding by being able to explain that --
 1. Interpersonal relations, as expressed through group dynamics, are a fundamental condition of human development.
 2. Understanding of the processes and mastery of the skills of group dynamics underlies learning in school and fruitful experience in life.
 3. Groups have a variety of organizational patterns--e.g., leader dominated, warring factions.
 4. There are various formal and informal roles in the group process.
- II. The prospective teacher should demonstrate skill in--
 - A. Role identification and development by being able:
 1. To carry out the teacher's role without dominating the group process.
 2. To accept various formal roles--e.g., leader, recorder--in a group process involving peers.
 3. To recognize various informal roles--e.g., aggressor, blocker, playboy, facilitator--that participants can assume.
 - B. Expediting group process with peers and with pupils by being able:
 1. To respond appropriately to an organizational pattern.
 2. To draw group members into discussion.
 3. To focus attention on specific situations and problems.
 4. To identify problems in communication and to offer suggestions for improvement.
 5. To develop and follow good procedures.
 6. To summarize the thinking of the group.
 - C. Analysis and evaluation of group process by being able:
 1. To chart the discussion flow.
 2. To analyze organizational pattern of group discussion.
 3. To evaluate discussion in terms of objectives.
 - D. Directing group thinking by being able:
 1. To lead a group to focus on specific problems.
 2. To restate problems and bring the group back to point.
 3. To judge when the group has reached consensus.
 4. To summarize expressed group thinking.
 5. To use parliamentary procedures when appropriate.

PUPIL STUDY AND GUIDANCE

- I. The prospective teacher should demonstrate understanding by being able to explain that:
 1. Pupils in each stage of development have typical characteristics in physical, mental, emotional, and social areas, and have typical developmental tasks.
 2. Pupils from different cultural environments--e.g., of social class, of economic level, of ethnic background--may have differing experiences which produce variations in motivation values, language.
 3. Each person is unique; teachers must respond to varied levels of readiness, of mental and creative ability, of psychomotor skills, and of social maturity.
 4. All behavior is caused.
 5. Basic needs are the major determinant of behavior.
 6. A person's feelings, attitudes, and self-concept affect behavior more than knowledge.
 7. Values play a part in shaping personality; conflicting or unclear values cause problems.
 8. Intelligence continuously develops through experience.
 9. Values and meanings are attained through social interactions with family, with peers, teachers, and other members of society.
- II. The prospective teacher should demonstrate skill in utilizing a variety of child study techniques by:
 - A. Observation.
 1. Can apply principles of objectivity, precision, and vividness in observation.
 2. Can demonstrate ability in identifying the significance of behavior reported in anecdotal records.
 3. Can keep a log of individual behavior.
 4. Can utilize rating scales.
 - B. Standardized tests.
 1. Can demonstrate familiarity with the standardized tests commonly used for pupil study.
 2. Can interpret the profile of an aptitude test.
 3. Can interpret the results of personality tests, and uses the proper caution in this.

4. Can describe test development in special areas, such as motivation, self-concept, and values.

C. Informal tests and devices.

1. Can construct and gain significant information from a sociogram.
2. Can construct and gain meaning from informal devices such as the autobiography, open-ended questions, "Three Wishes."
3. Can prepare a personal data form and organize information from it.

D. Students' products or performance as sources of information.

1. Can obtain indication of socio-emotional adjustment from paintings, original stories, and objects created by pupils.
2. Can conduct role-playing sessions and dramatic play in a manner that gives insight into the pupil.
3. Can record and organize information from such activities.

E. Interviews.

1. Can demonstrate ability to interview students formally and informally and record impressions objectively.
2. Can demonstrate an awareness of and ability to control barriers and bias in communication.
3. Can plan and demonstrate skills in a parent-teacher conference.
4. Can state the criteria for a satisfactory home visit.

F. Synthesis of information about a student.

1. Can show the relation among scores from a variety of tests.
2. Can obtain and utilize significant data for a cumulative record.
3. Can make a case study with data organized to give insight into a student.
4. Can suggest alternative plans of action, based upon sufficient information, to correct problems.

III. The prospective teacher should demonstrate skill in helping individuals to attain a higher level of adjustment through:

A. Group guidance.

1. Can utilize audio-visual aids and role-playing in helping focus group attention on problems.

2. Can use group dynamics to facilitate guidance.
3. Can select appropriate topics for group guidance.

B. Individual guidance.

1. Can assemble appropriate test data and other information to aid in counseling.
2. Can explain and demonstrate differences between directive and non-directive counseling.
3. Can listen!
4. Can help students to reach decisions on the basis of evidence.

PUPIL PROGRESS

I. Can demonstrate understanding by being able to explain:

1. The role of evaluation in the learning process.
2. The uses and the limitations of standardized tests.
3. The limitations and application of intelligence tests in relation to pupil progress.
4. Why objective evaluation of behavior is needed, as performed by informal measuring devices.
5. Arguments for and against standard methods of assigning grades.

II. Can demonstrate techniques of assessing ability and achievement of a group by:

A. Administration and interpretation of standardized tests.

1. Can utilize various aids in selecting appropriate tests.
2. Can use test manual at each step of testing program.
3. Can demonstrate knowledge of appropriate statistical tools.
4. Can interpret results of a test of both an individual and a class.

B. Standardized achievement, creativity, critical thinking, and intelligence tests.

1. Can utilize results of general achievement tests.
2. Can plan a teaching program on the basis of diagnostic test results.
3. Can identify under- and over-achievers by means of tests.
4. Can identify areas of learning in addition to achievement and can utilize standardized tests for measuring improvement.

C. Teacher-made tests.

1. Can design and organize valid achievement tests for a class.
2. Can construct varied types of tests items which measure different learning outcomes.
3. Can score tests objectively.

D. Informal measures of progress.

1. Can make clear assignments of purposeful activities which produce measurable results.
2. Can prepare objective rating scales for activities.
3. Can design quantitative or qualitative measures of skill improvement.
4. Can show awareness of a variety of measuring devices.

E. Self-evaluation by pupils.

1. Can prepare or obtain a variety of devices for self-evaluation.
2. Can lead students in skills of self-evaluation.
3. Can help pupils to build positive self-concepts.

F. Diagnostic teaching through evaluation.

1. Can use specific behavior of the pupil rather than general opinion as evidence of competence.
2. Can use specific learnings and skills of each pupil as the basis of his developmental program.

G. Marks.

1. Can assign objective and impartial grades to student work.
2. Can plan a variety of measurements from which to obtain a final grade.
3. Can assign defensible final marks.

H. Reports to parents and/or administration.

1. Can explain a variety of report forms and reporting methods.
2. Can keep records and grade books which give objective evidence on which to base grades.
3. Can complete report forms of pupil progress required for administrative purposes.

WORKING WITH ADULTS

The prospective teacher should demonstrate skill in --

A. Relationships within the school by being able:

1. To accept constructive criticism and to alter behavior when appropriate.
2. To work harmoniously with his colleagues (in college classes, projects, and other activities.)
3. To explain the role of service personnel--e.g., janitors, cafeteria workers, secretaries.
4. To be courteous to service personnel.
5. To be cognizant of the role of administrative and supervisory personnel.
6. To explain the role of related professionals--e.g., nurses, social workers, psychologists--to the total education program.

B. Relationships with parents and community by being able:

1. To make a community study.
2. To conduct parent-teacher conferences.
3. To describe the teacher's role in the community.